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GEOGRAPHY.

GEOGRAPHY receives a large share of attention in the public schools ; but there is no study that yields such small returns for the labor bestowed upon it. The practical advantage derived from it is not worth the time devoted to it. A scholar who has passed through all the grades of schools, graduating at sixteen, has probably spent the whole number of school hours there are in two years in studying Geography ; and yet he will have to look upon his map in after-life for nine out of ten of the places he reads about in the public prints, or meets in historical and descriptive works. He has learned a great many facts in all that time ; but they were so wretchedly arranged, and while he was learning them, were so little associated with the solid earth on which he lived, that they afford about as little advantage to him as the knowledge that craters exist in the moon.

Go into a Primary School and hear recitations in Geography. The book used is probably a compendium of geographical knowledge, called Primary, because it is smaller than the one used in schools of a higher grade. Being smaller, it is more condensed, and less simple and interesting than larger treatises. Little children, who hardly know North from South, and cannot tell the towns that border upon their own, who never fully grasped the idea of a mile, and whose minds have not been stretched enough to take in the conception of a good-sized pond, having studied their lesson diligently and patiently, tell us about the grand divisions of the globe, of vast oceans thousands of

miles wide, and talk about great and small circles, latitude and longitude, without the faintest conception of what these terms represent. Such is their introduction to the science of Geography; and if the design of it is to furnish them with a few facts in such form as to make the least possible impression on the mind, and perform no part in its enlargement, no better introduction could be devised.

Then the continuation of the study in schools of a higher grade is much upon the same plan. The scholars may obtain a little better understanding of the subject, but they fall enough short of any just comprehension of it to lose most of its practical advantages. Instead of gaining accurate and inspiring conceptions of the great globe which the Almighty has formed and beautified for their residence, they garner up a store of isolated facts, which, having served their purpose in recitation or exhibition, are soon forgotten, or are stowed away in the dark corners of the mind as rubbish, to come forth once in a while as departed ghosts, but never in an earthly form.

Frequent attempts have been made to improve the prevailing methods of teaching this branch of school study; but it is so easy to keep on in the well-worn paths, that, though in individual cases great advancement may have been made, we cannot see that on the whole Geography is taught much better in our schools than it was twenty years ago. Certain it is that the textbooks which have been in general use for the last dozen years, can hardly be called, either in their matter or arrangement, improvements upon those which they displaced.

"Geography is a description of the surface of the earth." So the books tell us. The object of studying it, then, is to gain a knowledge of the earth; to have in the mind some notion of its size, its masses of land, stretching out into wide plains, or rising up into mountain chains, covered with a diversified vegetation, watered by rivers, inhabited by various races of men, the home of countless animals; some notion, also, of that vast body of waters which spreads out into broad oceans teeming with life, its regular ebb and flow, and constant currents.

Suppose some Primary School Teacher should banish all Geographies from her school; that she should draw upon the

blackboard a map of the school-room, explaining the whole process, and then allow her scholars to draw the same either upon the board or upon their slates ; then teach them in the same way to draw a map of the school premises ; permit them to make maps of their gardens, of some field or larger portion of ground ; and so go on till she had taught them to draw a map of the town, representing its roads, hills, forests, ponds, and streams, and denoting the towns that border upon it, — would she not give her scholars a better introduction to Geography, a better notion of it, than could be gained by committing to memory all that even the best Primary Geographies in existence contain ?

Before scholars can gain any proper conception of the things represented on maps, they must have some knowledge of the things themselves. The natural way, and the only real way, of teaching children is to begin with things. The concrete must come before the abstract. The mode of commencement above described leads to observation. It calls into exercise the most useful mental faculties, and teaches how to retain in the mind well-defined images of what has been seen ; and scholars who have made the best use of what there is about them are thus prepared to receive from descriptions ideas of things they have not seen. From the images already gained of rocks, streams, plains, hills, and forests, they can form images of much larger rocks, streams, &c. By making representations of the earth's surface for themselves, they learn to understand better the representations made by others.

A little incident that occurred the other day showed us how little notice is generally taken of the situation of things. Some alterations in the school-yard being proposed, we wished to make a little sketch of it. When it came to locating the trees, we were uncertain in regard to their number. We asked the scholars. Out of fifty boys, two or three could tell how many trees there were, and one only could describe the situation of each ; and yet nearly all of these boys had spent an hour each day for years in playing under them. Had these scholars been trained from the outset to habits of observation and accurate description, the number and position of a few beautiful shade-trees in their school-yard would hardly have been overlooked. The same remark may be made of their teacher.

We did not commence this article with any idea of indicating the method in which Geography should be taught, but merely for the purpose of making one or two suggestions. We should place Physical Geography before Political. That seems to be the most natural order. First, the description of the earth in its natural condition; then, the divisions of its surface and the changes wrought upon it by man. By Physical Geography, we do not mean all that is taught in works of that title, but the general outlines of the land and water surfaces of the earth, of its mountain ranges and slopes, river courses, and the like, such as scholars who have received the proper elementary training can easily understand. This should be thoroughly taught, and not made the mere memory of names and facts. Not only by drawing these outlines from memory would we be sure that the map representations were pictured upon the brain, but we would endeavor to have the actual thing delineated upon the map imaged in the mind. The idea of Massachusetts, for instance, should not be a little drawing upon paper, painted yellow, with a wavy line here for a river, and a little dot there for a town; but the idea of a portion of the earth's surface, so many miles in length and breadth, with its rock-bound and its sandy coasts, its land-locked bays and harbors, its undulating surface and flowing rivers.

The utility of map-drawing in connection with the study of Geography is universally conceded; but is the map-drawing so generally practised of the right kind? We visit schools, and are shown really beautiful specimens of this kind of handiwork. We have a number of maps in our desk we take considerable pride in looking at, and are not unwilling to show them to committees and visitors. But what do they amount to? Simply this: certain boys have considerable taste for drawing, and they have made copies of certain maps. They confined their attention to one point after another till the work was done. They did not think much about what they were doing, and left off with about the same knowledge of the map they had when they commenced. It was not a useless exercise, because it furnished training for eye and hand; but, as a geographical exercise, it was worth but little. We have not forgotten yet the astonishment we experienced when examining the makers of some of these beautiful

specimens. The names even of the things represented had been but in few cases associated with their work.

Geography properly taught will not, we believe, be without its effect upon the emotional nature of childhood. It is a description of the works of God. It shows how admirably he has adapted the earth to the wants of his children; deals in the beautiful and the grand; and sets forth his power, wisdom, and goodness. Therefore it tends not only to enlarge the mind, but to impress the heart. But if it is made a mere memory of patches of color, black lines, dots, and names, all this is lost; and the time spent upon it had far better be appropriated to something else.

A good knowledge of the general features of the globe having been gained, it will be easy to engraft upon it all that is necessary for scholars to know in regard to the political divisions, the peculiarities of different nations, the situations and characteristics of cities, &c. We would not, however, carry this out much in detail. If too much is aimed at, nothing will be accomplished.

The book-makers seem conscious of the fact that teachers are desirous of some change in the method of teaching Geography. They are presenting geographical knowledge in more attractive forms, and arranging it so that it can be more easily grasped and retained. They are looking in the right direction, and we wish them all success. We have examined the late treatises upon Geography with considerable care, but are still obliged to say we have not yet found the book that seems to us exactly suited to the wants of the common schools.

J. K.

QUINTILIAN.

"Who cares for Quintilian?" will doubtless be the instant salutation of some of our readers; and we may excuse them when we reflect how grievous and arrogant have been, in all ages, the demands of hero-worshippers. Some of the more petulant may say, "Have not our ears been assailed with noisy laudations of Dr. Arnold, until we almost sympathize with that sensitive Athenian

who found so little comfort in the mention of Aristides the Just? But Arnold was a man of our all-producing nineteenth century — one of the lights of modern civilization — a ‘faithful Christian man’ — and we must needs give him a place in history: but shall we, therefore, be expected patiently to listen to stories about an ancient and shadowy heathen?” To such we would commend the thought, how poor we should be if divested of all the spoils of antiquity. The results of such reflection would certainly render us both wiser and more modest. Recognizing fully the claims of the great and good of our own times, let us by all means wreath an occasional garland about the urns of the generous and faithful teachers of other and distant ages. Of these noble benefactors the name at the head of our article suggests a chief and master.

Marcus Fabius Quintilianus, the most distinguished of the Roman rhetoricians and instructors, was, like his celebrated contemporary, the philosopher Seneca, a native of Spain. He was born about A. D. 40, at Calagurris (Calahorra), on the Iberus (Ebro), a city claiming, but without certain grounds, to be the birthplace also of Prudentius, the first Christian poet. Of his parentage and boyhood, nothing definite is known. He alludes once to a witty reply made by his father; but as he commemorates nothing very significant in his teachers, and does not even mention their names, we must infer that they were such men as afforded him no occasion for boasting. If Palæmon, a learned but immoral grammarian, was one of them, as is stated by a scholiast on Juvenal, he was amply justified in a discreet silence respecting him at least, reprobated as he was by such devout souls as Tiberius and Claudius. That the feelings of young Marcus towards his teachers were right may be presumed from this precept of his, delivered in after years: “I give pupils this one admonition, that they are to love their tutors not less than their studies, and to regard them as parents, not indeed of their bodies, but of their minds.” At what time our future orator and master came to Rome, is uncertain; but at early manhood, or about A. D. 59, we find him at the capital, diligently availing himself of its resources for the completion of his education.

In accordance with the national custom, he now attached him-

self to several of the most able statesmen and orators of the age, and sought, by listening to their speeches and discussions, and especially by personal intercourse with them, to acquaint himself with the practical conduct of affairs. This was obviously the best part of a liberal education ; the youth was not kept in a state of fruitless pupilage, or merely mechanical activity, but was formed at once to the exigencies of an independent career, after the best models, and by the widest and most varied culture. Quintilian now visited Spain, but soon returned to Rome in the train of Galba, whose death was destined soon to occur, and, after some months of deadly strife, to inaugurate a better order of things ; for, in Vespasian, not only did the State find an energetic chief, but the man of letters a generous support. This sovereign bestowed on Greek and Roman rhetoricians an annual allowance, and instituted something very nearly resembling public schools, — a project afterwards systematized by Antonius Pius, who fixed the salaries of all the rhetoricians and philosophers throughout the empire. Our young orator was too conspicuous a candidate for this bounty to be overlooked, and according to the statement, literally translated, of an ancient author, “ was the first that opened a public school at Rome, and received a salary from the imperial* exchequer, and he became renowned.” By twenty years of unremitted service as a practical teacher of eloquence, illustrated by the more popular efforts of forensic oratory, was this renown purchased. Of his wealth, a subject on which so many critics have vexed their souls ; of his sufferings from bereavement, for which he found consolation in literature alone ; of his easy doctrine that “ to tell a falsehood is sometimes allowed even to a wise man,” in which he had Cicero and other virtuous Romans for authority ; of the “ complimentary flunkeyism” exhibited in his gross flattery of the doubtless somewhat intellectual but sensual and cruel Domitian, a fault mitigated if not excused by great examples, — this is not the place to speak. Of his character, too, it is necessary to say nothing more than that he had all the excellencies that could be expected to flourish in

* Not, however, from the public chest, which was subject to the control of the Senate. This distinction obtained at least till the reign of Hadrian, about the time of whose accession to the imperial throne Quintilian is supposed to have died. This may be the reason for the expression, “ *as it were* public teachers,” found in the Institutes.

such times, and under such a religion, or rather such an absence of religion ; and his faults were such as were common to the best men of his country. He insists that the great orator must be a good man, and sternly discountenances the use of immoral or licentious language. As an instructor he manifests the strictest conscientiousness. He would have a teacher see an Alexander in every child committed to his care : in his view knowledge was worthless without strict morality ; and he demands that a master shall neither have vices himself, nor tolerate them in others, but shall strive in all ways to render his scholars not only learned, but good.

It is chiefly as an author that Quintilian is known. He was engaged as a pleader in some important causes, and had some distinguished scholars, among them Pliny the Younger : these could give splendor to his name for the century ; but in his " *Institutes of Oratory* " he has a monument that will outlast the Column of Trajan, as it has already outlasted the stately temples at whose marbles he gazed with admiration as he " *went perchance along the Sacred Street.* " How much more solid is his posthumous than his immediate fame, may be seen from a glance at the condition of learning in the times in which he lived. Eloquence was indeed cultivated with assiduity by those who had wealth and leisure ; but the masses of the people, even in the centres of learning, had to rest content with a scanty knowledge of reading and arithmetic, taught by men of humble rank, and ignorant of ethics and literature. Books were a luxury which the rich only could secure ; even the motive of political advancement was now wanting to the poor but ambitious plebeian ; and, though we find an occasional intimation of schools for girls, we cannot suppose that any thing more than mere accomplishments had been attained even by the privileged few. Literature was a profession or pastime ; and arms, not arts, held sway. Knowledge had doubtless been diffused since the Augustan age ; but its golden light shone with a feebler splendor, and portended the approach of a dreary night of ignorance, which not even the Roman Code and the Christian religion could avert. It was an age of fine speech, but of superficial knowledge ; yet, in the metropolis, we might expect there would at all times be found some men naturally

of a reflective turn, and others rendered so by circumstances ; men of studious habits, and possessing much of that faculty for organization which was the peculiar national characteristic. Of this class was Quintilian. If we had regarded the age in which he lived, we might have expected a polished and superficial collection of prettinesses and fine conceits ; but no one knew better how to distinguish between " the proper force of oratory and the volubility of the charlatan ;" and, looking into his great work, we find a well-digested system of didactics,* written with a definite intention that it should be judged as such, for he says :

" I shall not shrink from stooping to those lesser matters, the neglect of which leaves no place for greater ; and shall proceed to regulate the studies of the orator from his infancy, just as if he were intrusted to me to be brought up."

This purpose he fulfilled with such thoroughness of treatment and such ability, that it may be viewed by the professional teacher as his unique and specific inheritance from antiquity ; for, as oratory was the substance of a Roman gentleman's education, a work written on the plan of the " Institutes " becomes potentially a sort of Universal Guide. Though written in two, it was the result of the experience and reflection of a score of years. The author seeks not to " collect rain-water, but overflows from a living fountain." Every page of his production bears evidence of sound judgment, logical acuteness, pure taste, extensive reading, careful thought, and familiarity with the subject. In fullness, clearness, and accuracy, he is allowed to have surpassed Cicero on the same subject, though he would have been too modest to admit his superiority ; for to Cicero, he says, nothing can be added. To his penetrating vision, as to the keen intellect of Socrates, all the faults, which shackled and crippled education, lay open and revealed ; with all stages of growth, with all the wants and weaknesses and propensities of youth, he has a school-room acquaintance. No

* *Didactics* and *didacticians*, as technical terms in works on Education, seem far preferable to *pedagogics* and *pedagogue* both in sound and derivation. The *pædagogi* were slaves of good character, and sometimes tinctured with learning, whose duty it was to keep their masters' sons from physical and moral evil, rather than to train or instruct. Plato, Xenophon, Plutarch, and Quintilian plainly distinguished them from *διδασκαλοι* or *præceptores*. Numbers of *pædagogi* were, in later times, attached to the imperial families for show and pomp ; whence, perhaps, by a corruption, the term *page*, whose office is still much the same.

right-minded teacher can read his remarks on the qualifications and duties of an instructor, without some twinges of conscience, some excitement of "generous shame," and an impulse to deeper reflection. As a specimen of his philosophizing, we cite the beginning of the work itself:

"Let a father, as soon as his son is born, conceive, first of all, the best possible hopes of him, for he will thus grow the more solicitous about his improvement from the very beginning; since it is a complaint without foundation that 'to very few people is granted the faculty of comprehending what is imparted to them, and that most, through dullness of understanding, lose their labor and their time.' For, on the contrary, you will find the greater number of men both ready in conceiving and quick in learning, since such quickness is natural to man; and as birds are born to fly, horses to run, and wild beasts to show fierceness, so to us peculiarly belong activity and sagacity of understanding, whence the origin of the mind is thought to be from heaven. But dull and unteachable persons are no more produced in the course of nature, than are persons marked by monstrosity and deformities; such are certainly but few. It will be a proof of this assertion that among boys good promise is shown in the far greater number; and, if it passes off in the progress of time, it is manifest that it was not natural ability but care that was wanting. But one surpasses another, you will say, in ability. I grant that this is true, but only so far as to accomplish more or less, whereas there is no one who has not gained something by study."

In like manner, but more practically, he discusses the questions how early the foundations of an education should be laid; what recreations and sports may be allowed to children; whether public or private instruction is best adapted to the mental and moral development of youth, he giving his voice for public; whether corporal punishment should be inflicted; and what are the proper objects of study in a course of education. A work of such extent and variety as that under consideration will of course excite different degrees of interest in different individuals, according to their pursuits, education, and habits of thought. The general reader will find most instruction and delight in the sections of the first book, which relate to elementary education; and in the

beginning of the tenth book, which furnishes a compendious history of Greek and Roman literature, and shows how the ancient authors were estimated by a judge belonging to their own rank and number : but to the professional reader nearly every section will supply material for study and reflection ; and whoever studies aright will, we are confident, find Quintilian a gentle and helpful master, and his teachings a "possession for ever."

The extracts from the "Institutes" are mostly in the language of the last English translation, by Rev. John S. Watson, London, 1856.

A. H.

SCHOOL-ROOM TACTICS.

NAPOLÉON professedly believed that Heaven directed the issues of battle, but he had observed that Providence generally gave the victory to the best-disciplined army. In the true and just sense, the best-disciplined school must achieve the highest results. But we are inclined to think there is some difference of opinion in regard to what constitutes good discipline in the school-room.

We were once a young man ; and, while still brimful of warm professional enthusiasm, we visited a school which had the reputation of being a model establishment. It was a "crack school," to borrow an ante-room phrase ; and, of course, we were duly and properly astonished at the perfection of its machinery, and the ease with which it moved. The gentlemanly teacher evidently intended to astonish us, and it would have been exceedingly impolite not to have been astonished. We entered the room where seventy-five or eighty scholars were seated, and not one of them raised a head, or seemed to notice the advent of a visitor, albeit a very humble personage, and perhaps unworthy their notice ; though I am persuaded that if the President and Louis Napoleon had entered, arm-in-arm, they would have been received with no higher consideration, unless the tactics of the model institution had been varied to accommodate the distinguished character of the guests. This cold reception struck us as slightly unnatural ; and the vacant stare of some indolent fellow would have rather relieved the frigid but beautiful monotony of the scene. Being a professional visitor, we could not but imagine some of the salu-

tary drill by which this splendid result had been attained. As we caught the expression of half a dozen pairs of snapping eyes, we could almost believe it had been a severe drill to the owners thereof; that so much embryo manhood and independence had been reduced with great difficulty to its present servile subordination. We had no doubt that, in some instances, those certain "inalienable rights" of Young America had been defended with a zeal and courage which, in a better cause, would have called forth the admiration even of the methodical pedagogue.

The gentlemanly instructor who had wrought this wonder, after a few commonplace observations, brought the school to the "first position." Certainly the first position was a great institution, for at the word of command every scholar straightened up, "eyes right," arms folded, and as rigid as a squad of infantry. Then, to our astonishment and delight, the school went through a series of evolutions which reflected the highest credit on their drill-sergeant — we beg his pardon — on the teacher.

We listened with intense satisfaction to various recitations, in which not only did every pupil answer with entire accuracy, but not one of them looked to the right or the left, or failed to twist his arms round behind him in an elegant and graceful manner, that we vainly tried to imitate when we returned home. The time of recess arrived; and, after sundry bells had struck, the accomplished teacher engaged us in conversation on some indifferent topic, so that our attention was for a few moments withdrawn from his school. When we turned, judge our astonishment at finding not a single scholar in the room! Not a sound had we heard, not a footfall, not a scrape on the gritty floor. If every rough-and-tumble fellow had been shod with an inch of India-rubber, and had trodden on another inch of the same material, he could not have departed more silently. It was all a mystery; and much we wondered that so many restless spirits, all glowing with the fiery impetuosity of boyhood, could be so admirably disciplined, could be so thoroughly curbed. If it were now instead of then, we should at once suppose the incomparable master had been taking lessons of the horse-tamers; that he had introduced some potent drug in his practice, which rendered his sway absolute and irresistible. But the mystery was presently solved by

the appearance of the scholars on their return from the yard. In single file they entered, or rather crept, into the room. Their step was slow and stealthy. We could not altogether banish our ancient prejudices, and instinctively we clapped our hands upon our pockets to assure ourselves that the creeping phalanx did not intend to obtain surreptitious possession of our handkerchief, a two-bladed knife, and a collapsed wallet, carefully treasured in anticipation of an increase of salary. Such a suggestion was not long to be entertained, however, and we thought of a file of Indians stealing upon a sleeping foe. It was a relief to us, unsophisticated and unlettered in the tactics of the model institution, when the pupils had all crept into their seats. We cheerfully acquitted them of any evil intentions which had appeared to lurk in their stealthy movements; and as the aforesaid handkerchief, two-bladed knife, and collapsed wallet, were still safe in our pockets, we were perfectly willing to regard them all as honest boys. We saw them dismissed with the same magic order and stiffness, and departed, much wondering that the accomplished projector and finisher of all this fine discipline was content to remain an humble pedagogue, when he ought to have been the inspector-general of an army.

We returned to our school abashed at our own insignificance, and painfully conscious of our own short-comings. But what man had done man might do; and, with a resolution worthy of Peter the Great or Tom Thumb, we entered upon the great work of modelizing our school. Disdaining to be a servile imitator, we invented a series of evolutions, and determined that every boy should "toe the line." We transformed ourself into a drill-sergeant, and labored with the enthusiasm of a reformer. We triumphed over every obstacle, though some of us burned our fingers in the experiment,—the professional reader may possibly suppose that *we* were not the victim,—and our school was modelized. Through school-room tactics, we had reached the highest attainable point in the art of school-discipline.

We shall claim to be a "representative man." We are almost sure that others have trodden in the same path; in like manner soared after moonshine; and in like manner spent their best energies, wasted their time and the public money, in attaining that

which is as much out of place in a school-room, as a contra-dance would be in a church. As a recreation, these tactics may be well enough ; but when a large portion of the teacher's time is spent in "keeping up the drill," in obtaining a perfection of mechanical movement, in teaching scholars to walk in a manner that would make them the laughing-stock of the street or the drawing-room, it is "paying too dear for the whistle." It is the proper discipline for the army, but not the proper discipline for the school-room. If a class could march up to, fire into, and then charge upon, a problem in arithmetic or geometry, these tactics would, indeed, be available.

If a reasonable amount of noise, when the scholars enter and leave the school-room, is too severe a trial to the nerves of the teacher, the difficulty should be remedied by carpeting the floor, or by making the boys take off their boots. As an exhibition of what can be done, it is very pretty to see boys stealing over the floor and up and down the stairs, quite as pretty as to see a juggler swallow a sword two feet in length ; but in either case it goes "against the stomach." We like to see a boy *walk*, — walk with proper care ; we do not like to see him

"Creeping where no life is seen."

Perhaps we are old foggyish ; if we are, there is something in the vigorous, buoyant tread of youth which is grateful to an old foggy. We confess that, after what we have written, we are in dread of being misunderstood and misinterpreted. We believe in discipline. It is quite as much a part of our creed as when we soared after the infinite moonshine. We have come to regard *teaching* as the business of the teacher, to which discipline bears the same relation that the staging does to the edifice in process of construction.

A.

PRUSSIAN SCHOOLS.

THE February number of this journal contained an article, in which the Prussian Public Schools were compared with those of Massachusetts. Before it was written, letters had been sent to some teachers in Prussia, with inquiries about the state of these

institutions at the present day. The answers arrived later than was expected; they not only confirm what already has been stated, but contain a great deal that is probably new to most of our readers. Within the last three years a "Regulativ" has been issued by the highest authorities, which prescribes exactly and minutely what is to be taught in the Public Schools. Each reverend revisor has a printed copy of this law, and is bound by his official oath to see that it is obeyed in all the schools under his supervision.

Slight modifications of the ministerial decree have been permitted and are made by the provincial or gubernatorial officers, according to the religious creed of the schools, or the peculiar wants of different provinces.

The undersigned has translated the most interesting part of one of the answers alluded to. He knows the writer of that letter personally, honors him as a well-informed and truthful man, and is willing to answer for his statements. The schedule, or "formulary," to which the letter refers, and from which an extract is made, is taken from a copy such as has been sent to every Lutheran or Protestant preacher in the gubernatorial district of L——, province of Silesia.

CHAS. ANSORGE.

"H——, Feb. 20, 1858.

"MY DEARLY ESTEEMED FRIEND,—I am conscience-stricken as often as I receive a letter from you. Your communications come at regular intervals, and are valuable as far as regards matter and writer; while I postpone writing to you from one week to the other, till finally, overburdened with guilt, I send a few incoherent lines, written in the pressure of the moment. And yet I cannot do otherwise. A mountain of duties and responsibilities rests upon me, which takes away even the thought of an hour's recreation or rest. I begin teaching each week-day at 6 o'clock, A. M., have about 20 minutes to dine, and go again to work till half-past five o'clock, P. M. On several days I give a lesson after supper. Besides taking care of my large school, I give a number of music lessons, and prepare four young men for the Normal School. Among them is—don't be frightened!—my eldest son H——, who could not be induced to choose another profession.

"But I will come to the point, or the preface will be longer than the whole letter.

"I take your last letter, and will answer its questions in the order in which they are put.

"In the whole province of Silesia there is at present but *one* periodical of education, 'Normal School News.' It is published in Steinau every month, and represents exclusively the current and official ideas about the 'Modern Public School.' The Prussian 'regulations,' alluded to in my last letter, have produced a total change in matters relating to education. The gubernatorial and provincial officers in their decrees call this miserable creature of their own make, 'the New, or Modern Public School.' I will try to make you acquainted with it as well as can be done in a few lines. I shall succeed best by taking in my hand the 'formulary,' or Prussian rule, by which each revisor is obliged to measure his school at the annual examinations.

"A. *Instruction in Religion.*

"1. Sacred Narratives are now the principal object to be obtained. They are to be given and repeated in the words of the Bible, till the scholars can recite them in the same way, with good pronunciation and proper emphasis. It is the teacher's duty to influence his scholars in such a manner that they may be enabled 'to experience these narratives within themselves.' How this is to be done is up to this day a riddle to teachers and their next superiors. All printed Bible stories, formerly commanded to be used in school, are now by the same authority prohibited. I have been a gainer by this change, for I prefer by far the words of the Bible to that mystic and one-sided selection forced upon my school by my reverend supervisor. *Geography of Palestine* is to be taught in connection with this branch, and scholars are expected to trace the journeys of Abraham, David, and our Saviour on the map. *Ecclesiastical History* is also to be taught; but thus far neither book nor method has been prescribed, after or in which this instruction is to be given.

"2. The Catechism of Luther is to be learned word for word by every scholar of every Protestant school. The meaning of the words is to be explained in brief, and verified by a prescribed verse of a hymn, and a verse from the Bible. To cate-

chise children is now strictly forbidden. All books hitherto used in schools have been arranged in three classes, 'forbidden, tolerated, and recommended.'

"3. The selections from the gospels and epistles for every Sunday in the year are to be learned, recited, and explained every Saturday.

"4. Thirty-six long hymns, selected, are to be learned in rotation once in three years. The children are further expected to know not only the biography of the authors, but also the history of the hymns just mentioned.

"5. Out of fifty-two prescribed bible-verses, one is to be learned every week, and is to serve as 'motto, or leading thought,' for the other six days.

"A number of prescribed prayers are to be known, and are expected to be used, by every scholar. Among them is one to be used on entering and leaving the church, another for morning and evening, one before and one after the meals, a prayer when the evening (curfew) bell is tolled, and one to be repeated on entering a burying-ground.

"The Clergyman is especially obliged to observe and report whether the children recite their religious lesson in the right position of the heart.

"B. *Reading.* A pretty minute description has been given of the way in which this important branch is to be taught. It is a combination of Jacotott's method, of teaching by the sounds, of spelling and writing. Such a combination or mixture of sweet and bitter, wisdom and nonsense, was never offered before to German obedience in a ministerial decree! Only two books are permitted to be used in Silesia; one in all Primary, the other in all Grammar Schools. I have thus far found not a single teacher, nay, not even a single revisor, who could explain to me the plan, or point out the order, in this great edict. But it was perhaps the intention to confuse the juvenile mind in the outset.

"*Grammar and Writing* to be taught exclusively after Otto's method.

"C. *Arithmetic.* Only the four species in whole numbers and in fractions are asked of the most advanced class of our Public Schools; excluding even the proportions, which were desired fifty years ago.

"D. *Singing*. Out of thirty prescribed glees and songs, the teacher may select about twenty, which the first class is expected to sing. Fifty chorals are so to be learned by the pupils, that each of them alone can sing any of this number.

"E. *Drawing and Geometry, ad libitum*.

"F. *Geography of Prussia, and Natural History*, as much as the teacher will give. The material to be taken exclusively from the School Reading-Book. If the teacher does what is required of him in other branches, he has no time to teach these sciences.

"I should be glad if I had succeeded in giving you a true picture of our schools. How long things will go on in this way, nobody knows. Should, however, the Prince of Prussia, or his son, become our king, the wind would soon blow from another direction. Some rays of light begin to shine in the East. The free religious societies, which hitherto were permitted to meet only in the presence of police officers, have for the last four weeks been relieved from such supervision.

"Dr. Diesterweg lives the life of a private citizen. He is now writing a work, 'Annals of Education,' and is still editor of the 'Leaves from the Rhine.' He stands almost alone in opposition to Government, like Elijah in the wilderness. All other teachers are now silent; but, friend, the blood is boiling within, though the lips are closed!"

SELF-CONTROL.

No man feels always the same. The stream of his life does not flow in an even current, keeping just so full, and presenting always a surface just so much stirred or calmed. Sometimes it is full to overflowing, and sweeps along with a force that carries away all obstacles; then, again, it is low and weak, moving sluggishly on, rippled and turned out of its course by the smallest hindrance, seeming to have but one tendency, that of sinking quietly to its lowest level. There are days when it flashes in the sunlight, days when it is darkened by overshadowing clouds. There are times when the serene heavens are mirrored from its

clear depths ; times, also, when it shows the dark stains of earthly contact.

These changes in the inward condition affect the teacher in his work more, perhaps, than they do most men. Instead of laboring upon inanimate and unchanging material, he is striving to enlarge minds and hearts abounding with a life of their own, subject to the same varyings, sympathetic, catching the spirit that flows out from him, and easily thrown into a state of attraction or repulsion, according to the power that rules within himself. It is, therefore, necessary that he, of all men, should understand himself, have some consciousness of his interior condition, and know how to govern himself in that condition. Of course, it should be his aim to keep always the best state of mind and heart. But this he cannot fully accomplish. Whoever watches the incomings and outgoings of his own life will see that all is not under his control. There are constant changes, which proceed from causes he cannot reach. The best he can do is to hold such a control over himself, as to be able to resist bad tendencies, and work to the greatest advantage in whatever mood he may be.

A teacher very often goes into school full of life, feeling capable of any effort, and determined that a large amount of work shall be accomplished in spite of whatever may oppose. It is a feeling he would like to carry into school with him every morning, and keep there all the day. Still there are days, when, under the influence of even its inspiration, he does not do his best, but goes home at night wearied and disappointed. The same invigorating influences that so enlivened him affected his scholars also ; but the excitement with them was rather physical than mental. They were uneasy, quick, and noisy in their motions, — harder than usual to be controlled. Forgetting the cause, he became impatient, almost angry, and in his endeavors to drive things through only produced more noise and confusion. He worked up to his full power, wearied himself out at last, and yet accomplished but a small part of what he intended. The difficulty all lay in this, that he did not hold himself in check. He yielded too much to the promptings of his excited nature. Had he restrained himself, he could easily have held the control

of his school, and kept it in the best working condition. When everything within and without incites to hard labor, a man should not work up to his full ability. The system cannot stand the strain long. Weariness and weakness are sure to follow. In the school-room, strong and steady efforts, made with an ease that shows reserved power, are most effective.

Then there is just the opposite state to this. The whole system seems run down; and the teacher goes into school feeling almost incapable of any effort. Everything he does is like carrying a burden. Scholars, perchance, are in the same state. School is quiet enough, but the quietness proceeds from an absence of life. Physical exertion is as much out of the question as mental. All the influences of the room seem to dispose to listlessness and drowsiness. They must be resisted. The teacher now must force himself up to the highest working pitch. It is only by increasing his own life that he can act upon and dissipate the slumberous inclinations of his scholars. If he keeps a patient and cheerful spirit, there is no fear of his doing too much for himself or them. He need fear no after-weariness; for the weariness that follows effort is a sense of rest, compared with that of a stagnant life.

In some states of the nervous system, the teacher is peculiarly sensitive. The slightest noise or irregularity grates harshly upon his nerves. He gets excited, begins to fret and scold. But all to no purpose. He only increases his own difficulty, and infuses into the scholars the very spirit which prompts to mischief, confusion, and insubordination. He appeals to the rod; but the rod is never efficacious in such hands. It only increases the evil he would cure. Having lost control over himself, he cannot gain control over the school. What shall he do? Stop just where he is; get all calm and quiet within; speak no word, perform no act, till all that inward quietness comes;—and, as the calm currents flow through his own nerves, he will be surprised to see the evil spirit exorcised from the school, order and stillness reigning there also.

At other times, the teacher, easy and good-natured, looks upon the best side of everything. Nothing goes wrong with him. He sympathizes with his scholars in their playfulness, and rather

wonders that they do so well. Offences against the good order of the school seem too trivial to be noticed. So everything slides easily along, the scholars taking more and more advantage of his amiable mood, till by-and-by he finds serious disorder has crept into his dominions. A playful, hilarious spirit has taken possession, interfering sadly with study and recitation. The ground lost must now be regained ; but it will cost more to regain it than it would to have kept it. More than likely he will have to resort to some severity before he can check the spirit he has evoked, and this at a sacrifice of his good-nature. It would have been better for him to have kept his kindness of heart ; but not to have allowed it to make him less exacting in his demands upon his scholars for orderly deportment and continued study.

These few instances of the different states of feeling to which the teacher is liable, and the different directions in which they draw him, are given merely as examples. Others readily suggest themselves. But the grand want of the teacher is to be able to maintain an upright position through them all ; to have, at all times, a kind, cheerful, and patient heart, — a clear and active mind, — a strong and persevering will. These varying moods will come, and it will not be possible for him always to throw aside the influences with which they invest him. But it will be possible for him to struggle against them ; to show but little variation in his manner and spirit from day to day, and thus, by maintaining a complete control of himself, keep the perfect control of his school.

Experience is the best teacher here as everywhere else ; and experience will teach him who seeks to know, how he can best work in each state of feeling that visits him, and counteract all disturbing influences. The “ruling of one’s own spirit ;” holding one’s self in the best condition possible for answering all demands, is a quality of the highest importance in the school-room, and productive of the greatest and best results. J. K.

The inquiry of truth, which is the love-making, or wooing of it ; the knowledge of truth, which is the presence of it ; and the belief of truth, which is the enjoying of it, — is the sovereign good of human nature. — *Bacon.*

ROUTINE TEACHING IN PRIMARY SCHOOLS.

IN these days of intellectual culture, when the great question of education has come to be, not "How shall the mind be made to contain a knowledge of the greatest number of facts or truths?" but "How shall it be most perfectly developed into a vigorous maturity?" it becomes us to look at that very lower end of the ladder which stands in the Primary School, and see whether we, as Primary School teachers, are pursuing the course best calculated to start and help forward such a system of education.

It is admitted that early impressions are deepest, and early methods of training leave their impress longest on most minds: yet, from the very nature of Primary School studies and discipline, there arises the danger of falling into a routine which is stultifying to an incalculable extent; for no nature is well developed, no mind is skilfully educated, which is not enabled, by the very help and strength of its education, to assert and maintain its own individuality.

With the routine teacher there is no heart-work; it is all head-work, saving only the indispensable *hand-work*, which is employed, not to keep the school wheels in motion, but to clog them; for the "*ne plus ultra*" of achievement in her line is to have a *still* school, to preserve uniformity of manner and appearance; — too often there is *stillness* in more senses than one. The pupils are so much live material brought into her workshop, out of which it shall be her highest ambition to turn so many shoe-pegs or clothes-pins. There is no communication or exchange of thought between teacher and pupil; but the necessary questions are asked, the necessary answers given, the necessary discipline inflicted. The pupils think, if they think at all, that the teacher is a sort of sublime machine for hearing lessons; they imagine she has neither affection, taste, imagination, hope, nor fear: of course they do not say it, because they cannot put the impression into so many words; but the impression is there, nevertheless, and when they are grown up they will remember and define it.

Very often the routine teacher is *praised*; for her automaton perform admirably under their accustomed drill. When the me-

chanism is not applied, they are found about as incapable of any independent thought, or investigating spirit, or intellectual life, as their wooden counterparts on the hand-organ, when the performer ceases to grind out the tune.

The strong characters, the original thinkers, the chivalrous, loving, earnest spirits, — the incipient Kanes, for instance, — resist the discipline of the school; they will not bear it, because they *cannot*; it does violence to their nature, and punishment is less hateful to them than conformity. Of course they get a bad name; and, from being at first unjustly blamed for being true to their natures, they soon come to be justly blamed for being the rebellious and defiant party-leaders of the school. The spiritless, insipid, plastic pupils, are praised for their docility, for which — it being impossible for them to be otherwise — they deserve no credit. As the years pass on, and these pupils advance from the lower to the higher grade of schools, they carry the bent or coloring their characters received under their early training; the meek and docile ones pass tamely on, repeating, parrot-like, their tasks, and passively take life as they find it, and are the slaves of circumstances; the energetic and wilful, unless a counter influence, coming through the affections, modifies them, become the ruffians of civilized society. (Thank Heaven! blessed influences *do* come sometimes, saving them from a threatened destiny, and making them the reformers and the live workers of their times.) The dull and sensitive lag behind, and are soon lost sight of; but if there chance to be a genius in the school — like Liebnitz, for instance, grappling, of his own choice, with Latin on the pages of Livy, with no grammar to assist him — he will rise, he will be seen and heard and felt, in spite of the Procrustean system; but how much nobler, of how much fairer proportions, that genius might become under a genial and healthful training or a judicious letting alone, the world may only surmise, as it sighs over hopeless deformities or excrescences of character, but may never know.

There is scarcely a remedy for routine teaching, but to throw the teacher out and get another; for the difficulty often lies in the nature of the individual. Her heart-beats are like the regular opening and shutting of engine-valves, her respiration as autom-

atic as the motion of a shuttle. She may labor hard and long, but the result of her teaching will be, "How not to do it."

The teacher who teaches with any thing less than positive love for the profession, and real sympathy with childhood, *will* be one of these mechanical performers on "the harp of a thousand strings."

The great and sure guarantee against settling into this grave defect is to preserve a loving, enthusiastic heart; to study the natures subjected to one's charge, and never try to make them all alike, when nature intended infinite diversity; to let each act out his own individuality, only interfering where the moral nature is at fault. Obedience to reasonable rules, of course, must be insisted upon; but a knowledge of disposition will render an observing teacher able to influence motives to a great extent, and, unsuspected by the pupils, win them as a general thing to willing obedience. There is no surer way to disarm opposition than to never appear to see it, and to provide constant employment for such pupils as are old enough to be thus employed.

Many a disorderly pupil may be rendered quiet during a recitation or a reading, which is uninteresting, merely from sympathy, if he knows that it is uninteresting to the teacher as well; or interest may be kindled by some well-timed remark thrown in. Many a troublesome girl may become less troublesome, merely from knowing that the teacher likes *her* favorite story, poem, or flower. A boy was placed in a young lady's school, a few years since, who could merely read in small words, though between seven and eight years of age. He came armed with a stubborn, rebellious spirit, and determined to thwart every thing which the teacher attempted with respect to him. Day by day she patiently tried to find out where, if anywhere, his heart was vulnerable. All the little motives, honors, and rewards which influenced other children were powerless upon him. He remained hard-hearted, seeming to take a fiendish delight in tormenting his schoolmates, and annoying the teacher. At last one day, watching the children at play, she discovered in the boy a military spirit, though it was used to domineer over others. The next morning she took occasion to tell the children some incidents in the career of Napoleon Bonaparte. To her joy the refractory pupil, who could never be

induced to listen to any stories of "good little boys and girls," listened with open-mouthed attention, and when she ceased expressed a wish to "see the pictures" of what she had related. From that hour the boy was completely under her control,—history was his delight; and on being told there were delightful things for him to know by-and-by, when he could read, he forthwith took to learning to read with a zest equalled only by his former indifference, and in a few months he was reading the History of the American Revolution, and Shakspeare, for his own amusement. It is needless to say, that, from the time that teacher found the clue to his interest, he loved and obeyed her.

It may be objected that the interchange of thought between teacher and pupil, the questioning on both sides which is not printed in the text-books, the sympathy established and cultivated between the parties, will result in somewhat of familiarity; that if the old partition walls are broken down, and the teacher descends from the long-occupied stilts, the school will be less regular and orderly in its appearance, and military precision will be more difficult to maintain. This may be partially true, but, if what is lost in arbitrary authority is gained in affection, there will be small loss; it is possible, nevertheless, that the relative position of teacher and pupil may come to so fearful a state of confidence that occasionally a dusty little shoe may be thrust unbidden into her lap to be tied, or she may be asked to disclose that unrevealable secret, her age, in return for a similar confidence on the part of some little questioner.

Nevertheless, if ill-temper is disarmed; if intellect is stimulated; if love of the good, the beautiful, and the true, is implanted,—the time spent in the Primary School is worth more for these than for having learned reading, spelling, the multiplication-table, and sitting still.

There is a great temptation held out to routine teachers, in the present graded system of some of our city Primary Schools, where the pupils are transferred from room to room, and teacher to teacher, in classes, every six months or year. The danger is, that the selfish or thoughtless teacher will content herself with fitting her class to pass examination merely, rather than labor to do them the greatest amount of good possible in the time they

are with her ; and thus, as the pupils pass on from one such teacher to another, they will receive little benefit except the mere storing of the memory with the language of text-books.

The author of the admirable treatise on "Unconscious Tuition," which is or ought to be familiar to every teacher, after graphically describing these wooden-headed workers, and deploring the consequences of their manipulations, says, "But the wrong done by it is never more disastrous than when it falls on the buoyant, the impressible, the affectionate, aspiring soul of childhood. Let every beginner on the threshold of his vocation earnestly pray and strive to be saved from the doom of a routine teacher."

Let us seek, then, to do for every child all that is possible to be done for it, morally and intellectually, while it is with us, whether the time is longer or shorter ; the impulse we give may send its widening circle along the coming years. Just in proportion as teachers are faithful to duty, may we hope and look with faith for a larger intellectual life, and a nobler and more perfect manhood and womanhood in the advancing generations.

H. W.

SELF-REPORTING.

TO THE EDITOR OF THE MASSACHUSETTS TEACHER, —

AN article in your May number, although quite strongly condemning the practice of self-reporting, also invites "the opinions of others," "their reasons for and against the practice." No reply having appeared in the June number, I send you the results of my own experience in favor of self-reporting, in my own schools, during the past fifteen years.

A preliminary inquiry, in discussing this subject, may very properly be, Is it important or desirable to make and preserve any record of facts, which the pupils may or may not be called upon to report? Many of the best teachers believe that a judicious record of punctuality, regularity of attendance, conduct at school, and character of recitations, is one of the best possible means of encouraging pupils to do well, of preventing tardiness, irregularity, violation of school-rules, and inferior recita-

tions, that has ever been devised. Such teachers endeavor to keep a truthful record of the prominent acts in the every-day school-life of all the pupils committed to their care. Would the opponents of self-reporting keep any such account of their pupils, or would they leave their daily conduct without any recorded history whatever? Very few colleges, seminaries, or schools of superior reputation and character, can be found in which some such permanent records are not regularly made. To those who favor a record, the question remains, What is the best mode of obtaining the facts for such an account, and of bringing their influence to bear most beneficially upon the school? Shall no facts be reported except what the teachers may observe? Shall A, who violates the rules of school unobserved, be constantly receiving the same grades of credit as B, who never does anything of the kind? Shall the teacher use only his own eyes, and never avail himself of any other assistance? Those who practise self-reporting possess all the means of influence and information which other teachers use, and they have also, in addition, the report which the pupil makes of his own conduct. The self-reporting teacher virtually says to his pupils, "I desire to keep a permanent account of your daily school-history, and I ask you to aid me by truthfully reporting to me weekly, daily, or at each recitation, what you think your account should be. If your report agrees with my own knowledge, derived from other sources, that shall form your account. If you honestly make a mistake, it will be kindly corrected; but if you state that which you must know to be untrue, you will be disciplined for falsehood."

Teachers who practise the self-reporting plan can use all the motives of those who reject it, while they do not constantly demoralize their pupils by placing those who constantly keep all the requirements of the school, and those who violate them unobserved, upon the same level of credits; and they also make each one a constant observer and reporter of his own actions, imposing a powerful restraint upon his occasional inclinations to violate the stringent requirements of the school-room, and a powerful stimulus to come up to the beau-ideal of his teacher, and receive that commendation which self-denial and successful effort deserve. Each pupil knows, that, if he does all that is re-

quired, he is sure, not of chance approbation, sometimes withheld, and sometimes incorrectly bestowed, but of a regular and honorable record; while, if he fails to do this, he falls behind the most meritorious, and disappoints the expectations of his teacher; or he must elude all the vigilance with which his conduct may be guarded, violate his own conscience, and commit the crime of uttering a falsehood.

That "*children will lie to escape the lash,*" is too frequently true, both at home and at school, under any system whatever; but the teacher that would use the lash upon a child who "conscientiously and with moral courage answers" that he has "violated a rule," must be guilty of a great error indeed. Such punishment should never be inflicted for offences which the teacher learns only from the honest confession of the offender; but a self-convicted delinquent may very properly be labored with, perhaps best alone,—induced to form better resolutions, strengthened in his efforts to do right, or removed from neighbors who induced him to do wrong.

Self-reporting is not "like an enactment of government, that letters to different individuals shall not be sent under the same envelope," government having no "means of detecting the violations of such laws;" for the teacher has his own knowledge of the conduct of his pupils, and perhaps the assistance of monitors, and can also call upon the neighbors of any pupil, who will be obliged to convict him of falsehood, or all become themselves involved in a similar crime. Self-reporting may, without doubt, be so indiscreetly managed as to be sometimes "a bounty upon lying;" but we believe it may also be so used that the moral sentiments will be thereby "developed and strengthened by habit and fortified by experience;" that this practice may be made a daily lesson in conscientiousness and truth, highly serviceable to the young, and at the same time be a potent auxiliary to the teacher in the government and progress of his school.

W. W. M.

BUFFALO, June, 1858.

The primal duties shine aloft like stars;
The charities that soothe and heal and bless
Are scattered at the feet of man like flowers.

Wordsworth.

WHAT IS THE TRUE AIM OF THE GRAMMAR SCHOOL?

WE believe that it is now generally admitted among those who are most thoughtful in the matter, that the object of a college course of study is simply to give a young man a foundation upon which to build an education; and that to suppose, as is so often done, even by graduates, that the course of study ought to be so made up as to give, so far as it goes, at least a finished education, is to make a great mistake, and one full of unfortunate results. Is not a like mistake even more commonly made about the proper course and system for lower schools, particularly for Grammar Schools? We look upon the new graduate as now ready to choose his own path, and to go forward in it, without any farther direction, except such as he may himself seek from older and more experienced friends,—but we do not consider him as educated. We regard him only as one who is now to educate himself. He has passed through his years of apprenticeship. He can now work where he pleases, and upon what he pleases, but he is not yet a master-workman. The college has only given him the start,—the first impulse on the road of education. Now why is not all this just as true of the boy who comes out from the Grammar School, having no opportunity to carry his pupilage any farther, as it is of the bachelor of arts? Is it right to think that the education,—even the book-education,—of any spirited and live boy must, of course, end when he leaves the Grammar School, merely because he is not free to follow the High School course? Why should we not look upon him as we do upon the young man from college, as having now his foundation of knowledge upon which he is to build, at his own cost, and upon his own responsibility? If so, then the boy, when he leaves school to go into the work-shop, the store, or the field, should be taught to feel that the share of education which belongs to him, and which he is in duty bound to acquire, is not yet in his possession. For it, he must, in future, depend upon himself; but he is as much under obligation to go forward in getting it, as when he had his daily tasks appointed by a teacher. His days of learning and studying are not over. The

responsibility of his mental culture has not ceased, it has only been taken from his schoolmaster's shoulders to be laid upon his own. Taking this as a fundamental proposition, — remembering that man is bound to take care of his intellectual growth as long as he lives, just as much as he is bound to take care of his heart and soul, — let us look at our subject, and try to find an answer to the question, "What ought a Grammar School to be?"

There are two classes of Grammar Schools, viz. : those which, in the system of any given town, close the course of public education ; and those which have a High School above them, to which they are accommodated. It would seem, at first sight, therefore, that these two kinds of school might fairly have two different aims in the arrangement of their literary course. Let us look to see whether, then, cannot be given to our question one answer, which shall apply to both kinds of school. In the first place, even in those towns where there are the greatest advantages for public instruction, the Grammar School is the end of the scale, to the vast majority of the children ; and this seems unavoidable, for although many more scholars, particularly, perhaps, many more girls, might enter the High School than do enter, yet a large number of young persons are forced into industrial pursuits ; they must go to work and earn their own living. In the second place, although the High Schools have a limit to their aim, — to wit, the University course, — yet their starting-point is determined at discretion, and may, therefore, be put where the best interest of the Grammar School requires, without in the least sacrificing the highest, the most ambitious, aim of the High School. Ought not, then, the Grammar School course to be the central point in the system ? Should it not be so contrived as to be a complete whole in itself, giving the best possible education, the ages and prospects of its scholars considered ? Of learning, there is to be no end. Of schooling, there will be an end. The Grammar School, then, since to so large a part of the children it will be the *ne plus ultra* of schooling, should leave its pupils at such a point that they may best carry on their learning without schooling. This is what the University does for the professional man ; it is what the Grammar School should do for the mechanic and the farmer.

To go back now to our first point, for the sake of putting it side-by-side with the second, we conclude that the Grammar School should not be looked upon as the last step in education; while, at the same time, it ought to be so modelled as to give to those scholars who can avail themselves of no higher school advantages, a fit starting-point for self-education. Now let us take a step farther. No one of the readers of the "Teacher" can be startled at our next proposition, that *the amount of information acquired in school is of secondary importance*. A school is an institution for education; but learning alone is not education. Education, properly conducted, gives strength of will, power to concentrate thought, steadiness of aim. These are what make the difference between the child and the man. Knowledge is power. Education, then, which is power over ourselves, is the highest knowledge, — rather it is that highest knowledge made available, assimilated. Now it concerns the State, most certainly, that knowledge, mere information, should be as free as possible to all; but this is, as we think, in a public school, the second thing. Education, as we have used the word, implies two powers, — that over the will, and that over the mind. These two powers are the two things which ought to be borne distinctly in mind by all thinkers about education. They are the things which the Grammar School — the public school — should aim at developing. How are they to be brought out?

The control of the will is the true object of what is commonly named school-discipline. Good order, prompt attention to discipline, would be of the highest importance, even if they were entirely unnecessary for the proper performance of literary labors. Their object is to teach the scholar to bend his will to law. Voluntary, cheerful obedience to what has been established for the common good is the great civic virtue of a republic; therefore, that part of the child's education which teaches this ready obedience must be a most important part, and more valuable, both to the State and to the citizen, than any amount of mere knowledge. Hence, and not simply that it is required for the proper performance of other duties, power of controlling is sought as the first desideratum in a teacher. This is so universally acknowledged, that it needs not another word. Let us turn, then,

to the other point in education, and look to see by what methods and means the school should aim to give its pupils power over their own minds.

The method so recommends itself to every one, that it needs only to be stated. "*Not what you learn, but how you learn it,*" might well be the constant exhortation of the teacher. The thing learned gives only knowledge. The thoroughness and care with which the lesson is studied help to form just those habits of mind, and to educate just those powers of intellect, which, as we have claimed, the school is intended especially to form and bring out. Many matters, in the drill-discipline of a school, have the same tendency. If habits, and not learning, are to be the first object of the school, and we believe that it will so be found, "*not how much, but how well,*" will certainly recommend itself to the teacher as his most rigid principle. Arithmetic is certainly a most useful art, but accuracy is worth more. The scholar who has gone over one-half the arithmetic, and who thoroughly understands that half, and above all can put his work upon paper, in such a form that another person can see through his processes clearly, and without having to guess what the figures are, by knowing what they ought to be, — such a scholar has learned a more useful lesson than one who has been over twice as many pages, and who can solve every question in the book, but who is careless or inaccurate in his work. So, too, in other studies, the habits of accuracy and neatness of work are the great things, worth infinitely more than the mere knowledge displayed in a recitation. This knowledge is sometimes, it is true, the only test of the scholar's thorough investigation of his subject; but the thorough investigation should receive the teachers' approbation, as the main thing, rather than the amount of knowledge. Thus much on the methods by which to give the pupil power over his own mind.

Now let us turn to the means by which the scholar is to be educated, or rather fitted to commence his own education. Here we confess our diffidence. Our last point will, we doubt not, meet the approbation of most teachers: as to the proper course of study in a Grammar School, there will be much discussion. We may, however, find an approximate solution of the

problem, leaving some details as matters still of opinion. There is an apparent tendency in our legislators to increase the number of studies required by law to be taught in the Grammar School. The public fancies that one or another science is especially useful, and should be generally studied in the schools. Committees, too, sometimes are impressed with like ideas, not considering that they should not aim to give, in the schools under their charge, anything which can be called a complete knowledge ; but that their object should be to put the children into such a position that they may be able to learn for themselves what their tastes or needs may lead them to take up, after their school-days are over. Now our own idea is, that, just in proportion as the number of branches taught in any school is increased, the thoroughness of school-work is likely to be diminished. Any increase of the number, beyond a certain limit, will tend towards violating our principle, — *not how much, but how well*. The new organization of School Committees, by making them more permanent bodies, will make all our school affairs less dependent upon caprice, and less liable to frequent or ill-advised changes ; still it rests very much with teachers to sow, in the community, the seed of right notions, about the true aim of public schools.

If we accept this position, — that the number of principal studies ought to be as small as the character and grade of the particular school will allow, and that we are not to include in the course any one study, merely because it is useful, — we may be led to this conclusion, viz. : that it is well to throw out from the list of studies all those which an ambitious scholar can as well pursue after leaving school, in his own private reading. Now there are many such. The particular branches of science, for instance, would be learned by a young person, who was desirous of adding to his stock of information, just as well after having left school, as they are in school. In school, they could be pursued only to a very slight extent. That little amount, it is true, is very useful, and adds very much to the learner's pleasure ; but he would, if really desirous to know something, learn more in the leisure reading of one week, out of school, than a class would be likely to go over in several weeks, if the same book were taken up in

regular lessons. It is a common remark, that scholars will often learn more by out-of-school reading, than by their regular lessons. We do not think that the reason of this is simply that they take up the former with a readier good-will than the latter. To an ambitious learner, a class is sometimes a clog.

But, to return from our digression, if it should seem right to cut down the number of Grammar-School studies, there will be but little dispute about what ones should be retained. Reading, spelling, writing, mental and written arithmetic, geography, history, grammar, — these will probably stand first on any one's list, however extended. The question now comes up: "How shall these be managed, so that we may give to the scholars the best preparation for the desired end, — the ability to carry on their learning after their schooling has been finished?" This article has already taxed the patience of our readers, and we will leave this question to be answered at some future time; only saying farther, at present, that we do not presume to give the thoughts of more than one teacher, believing that they will meet the disapproval of many of our readers. But, if putting them forward shall provoke any expression of opposite or more matured thought, we shall simply feel that we have wisely ventured our small fish to catch a large one.

L. H. B.

MODE OF PLACING BOOKS IN ANCIENT LIBRARIES.—It may not be known to those who are not accustomed to meet with old books in their original bindings, or to seeing public libraries of antiquity, that the volumes were formerly placed on the shelves with the leaves, not the back, in front; and that the two sides of the binding were joined together with neat silk or other strings, and in some instances, when the books were of greater value and curiosity than common, even fastened with gold or silver chains.—PHILIP BLISS, *Oxon*.

WHAT IS A MARTINET?—This term is derived from the general officer, M. de Martinet, who was, as Voltaire states, celebrated for having restored and improved the discipline and tactics of the French army; whence very strict officers came to be called *martinets*.—*Notes and Queries*.

Resident Editor's Department.

DEFECTS IN PRIMARY SCHOOLS.

THE first quarterly report of Hon. John D. Philbrick, Superintendent of the Public Schools, which has recently been published with the annual report of the School Committee of Boston, is a document of great value as affording an insight into some of the defects of our educational system, which have too generally been overlooked. The Primary Schools have usually received but little attention. Mr. Philbrick, however, turned his first labors, very justly we think, in this direction. Those teachers who are constantly receiving, from lower grades of schools, pupils who have acquired bad habits of study, and who show, and will continue to show during their whole pupilage, the effects of improper training, will regard the following suggestions which are taken from his report as timely and valuable. Three great defects are mentioned which are prevalent in almost all schools of this class: —

The most important of these defects is *the want of that kind of teaching which really educates*; which imparts a knowledge of things, as well as of the forms and sounds of words, and which duly develops the various faculties of the mind,—*training* the pupil to right *habits* of thought, of feeling, and of action. This kind of teaching is not at all rare in our Grammar Schools, especially in the upper classes; but it is a remarkable fact that it is, so far as I am capable of judging, but very little practised in our Primary Schools. In place of it, we have what is called “the rote system.” The memory is almost the only faculty regarded, and only one element of that, viz., the memory of words, while the memory of the understanding is seldom called into exercise.

In my visits it was very uncommon to hear, in any of these schools, a single question or remark by the teacher which had any reference to the understanding of the children. In many cases the reading was but little more than the mechanical pronunciation of an unknown tongue. There is a text-book in daily use in all these schools, entitled “Spelling and Thinking Combined;” but, in all the exercises in this book, I never saw the slightest evidence of any attempt at the combination indicated in the title.

Another general defect is *the want of profitable employment for the children*, especially in the lowest classes. Go into any of these schools at any time of day, and in nine cases out of ten, if not in forty-nine out of fifty, three-fourths of the pupils will be found without *profitable* employment. Thus the time of these children is wasted, for precious months and years in succession. But this great waste of time is not the only evil arising from this defect. Many

bad habits are formed. The strength of the teacher, which should be expended in teaching, is necessarily taxed to a great extent by the incessant vigilance and care requisite to keep these idlers out of mischief, and to secure some reasonable degree of stillness.

The third and last defect which I shall mention is *the want of a vigorous and efficient system of moral culture*. I need not speak of the importance of this element in every system of instruction for the young. No one will deny or doubt that it should be regarded as the very corner-stone. I would not be understood to say that there is not at present any good, healthful moral influence exerted in our Primary Schools; but I feel bound to say that the amount of moral culture and moral training bears no sort of proportion to what it ought to be.

For these defects Mr. Philbrick sets forth the following as, in his judgment, the best remedies:—

1. A classification of all these schools. The superiority of the classified schools is very evident. The theory is sound. No doubt there are objections to it, as there are to every possible arrangement; but they are believed to be outweighed by the advantages gained.

2. Let every school be supplied with a stationary chair, a single desk, and one of Holbrook's slates, for each pupil. The slate should constitute a part of the school apparatus, never to be taken from the school-room. The desk should be constructed with a suitable aperture for the safe deposit of the slate. This is a necessary means for securing the right instruction and training of the pupils. These facilities will favor a proper physical development.

3. Let a manual be prepared, under the direction of this Board, which shall set forth the objects to be aimed at, the principles to be observed, and the methods to be used in all the Primary Schools.

4. Provide the requisite facilities and encouragements for the teachers to perfect themselves in the difficult art of teaching and governing a Primary School. This is by far the most important of the measures recommended; for without it the others, and all others that can be imagined, will avail comparatively little.

I regard it as a fixed fact, as certain as anything that can be known, that all our Primary Schools can be brought up to the requisite standard of excellence only by insisting upon it as a thing indispensable, that every teacher, either before or after entering the service, shall be properly trained and instructed in the art of keeping a Primary School. The teacher makes the school; it is training that makes the teacher.

"I have specially reduced (translated) it after the simple cunning that God hath lent to me, whereof I humbly and with all my heart thank Him, and also am bounden to pray for my father's and mother's souls, that in my youth set me to school, by which, by the sufferance of God, I get my living I hope truly."—*Wm. Caxton, the First English Printer, in his Life of Charles the Great.*

Mathematical.

SOLUTION THIRD OF QUESTION 9.

[A and B are 180 miles apart, and travel towards each other. A goes $\left(\begin{smallmatrix} 2 \\ -19 \end{smallmatrix}\right)$ miles the first day, $\left(\begin{smallmatrix} 5 \\ -16 \end{smallmatrix}\right)$ the second day, $\left(\begin{smallmatrix} 8 \\ -13 \end{smallmatrix}\right)$ the third, and so on. B goes uniformly 10 miles per day. When will they be together?]

The answer to the question in the first form is 8 days, or — 15 days. In the second form it is 15 days, or — 8 days.

The interpretation of the negative answers is this: Those negative answers imply that the travellers had previously been travelling according to the law of their respective series, and were together at a time 15 days (or 8 days) preceding the time they are represented as starting.

If, in the equations $S = \frac{n(a+l)}{2}$, $l = a + (n-1)d$, we put $n = 15$, supply the other given values, and solve the problem, we shall find the value of a to be — 9. This is the sum of the two travellers' first day's travel; from which subtract B's day's travel, 10, and we have — 19 for A's first day's travel. Consequently, taking the travellers at those points in their respective series where they may be when A's day's travel is — 19, they will be 180 miles apart, and would be together in 15 days future, or 8 days past.

The only change, therefore, required in the problem to reverse the signs of the answers is that — 19, — 16, and — 13, be substituted for 2, 5, and 8 respectively.

It may be remarked that their points of contact by either solution are identical with those of the other solution; that there are only two points of contact possible; and that the two travellers starting together at one of these points to meet each other at the other point, one of them must travel 430 miles, while the other needs travel only 230 miles, the absolute distance between those points.

J. S. R.

SOLUTION FOURTH OF QUESTION 9.

In the answer, 8 days, or — 15 days, A and B are supposed to have been travelling, before starting to travel the 180 miles. Reckoning back, then, from the time of thus starting, the progress of A will have been, for each day respectively, — 1, — 4, — 7, and so on. But since, in the statement of the problem, A is supposed to travel towards B, the above negative terms indicate his daily progress, while travelling in the same direction with B, towards A's point of the starting above referred to; and the — 15 indicates that A had overtaken and passed B 15 days before starting to travel with B the 180 miles. A and B are of course together again in 8 days after thus starting. In order to give 15 days and — 8 days, the problem should read: A and B are 180 miles apart, and travel in the same direction; A travelling towards B at the rate of 1 mile the first day, 4 miles the second, 7 miles the third, and so on; B goes uniformly 10 miles per day. When will they be together?

C. C. C.

Intelligence.

AMERICAN INSTITUTE OF INSTRUCTION.—The Twenty-ninth Annual Meeting of the American Institute of Instruction will be held in Norwich, Conn., on the 17th, 18th, and 19th days of August.

The Exercises will be as follows:—

On Tuesday, the 17th, at 2 o'clock, P.M., the meeting will be organized; at 3 o'clock, P.M., the Introductory Lecture will be delivered by Rev. BARNAS SEARS, D.D., President of Brown University; at 8 o'clock, P.M., a Lecture by Rev. JOHN P. GULLIVER, of Norwich, Conn. On Wednesday, the 18th, at 9 o'clock, A.M., a Discussion; subject, "The Education of the Sexes together in Public Schools;"—at 11 o'clock, A.M., a Discussion; subject, "Ought Public Schools to be entirely supported by General Taxation?"—at 3 o'clock, P.M., a Lecture by BENJ. W. PUTNAM, Esq., of Boston;—at 8 o'clock, P.M., a Lecture by Prof. JOHN FOSTER, of Union College, N.Y. On Thursday, the 19th, at 9 o'clock, A.M., a Discussion; subject, "Does the Diffusion of a High Education tend to degrade Manual Labor?"—at 11 o'clock, A.M., a Lecture by Prof. S. R. CALTHROP, of Bridgeport, Conn.;—at 3 o'clock, P.M., a Lecture by T. W. VALENTINE, Esq., of Brooklyn, N.Y.; at 8 o'clock, P.M., an Address by the President, to be followed by brief addresses from members of the Institute and others.

Ladies attending the meeting will be hospitably entertained by the citizens of Norwich.

Persons passing over the Boston and Worcester, and Worcester and Norwich Railroads, to attend the meetings of the Institute, can receive *free return tickets*. Arrangements with other railroads will be announced hereafter.

By order of Executive Committee,

J. KNEELAND, *Rec. Sec.*

ROXBURY, Mass., July 19, 1858.

NATIONAL TEACHERS' ASSOCIATION.—The first annual meeting of the National Teachers' Association will be held in Cincinnati, Ohio, commencing at 10 o'clock, A.M., August 11th. At this meeting, Lectures are expected from the following distinguished Educators, viz.:—Introductory Address by the President, Z. Richards, Principal of a Classical School, Washington, D. C. Lecture by J. D. Philbrick, Superintendent of Schools, Boston, Mass. Lecture by J. N. McElligott, Principal of a Classical School, New York City. Lecture by Daniel Read, Professor in the University of Wisconsin. Lecture by John Young, Professor in the North Western Christian University, Indiana. Lecture by Hon. John B. Malliard, Georgia. Lecture by Hon. C. H. Wiley, North Carolina.

Subjects for Discussion.—1. The expediency and justice of maintaining *free* schools throughout our country by general taxation. 2. Parochial Schools; are they in harmony with the spirit of American Institutions? 3. Mixed Schools,—the propriety and expediency of educating both sexes together, in the same classes.

The order of exercises will be announced at the meeting. Measures have been taken to make this assembling a grand National Teachers' Jubilee! Many of the most prominent friends of education, from the several States and Canada, are expected to be present, and take part in the exercises.

N. B.—State, County, and other Educational Associations are respectfully invited to send Delegates. Members and Delegates are requested to report themselves, on their arrival at Cincinnati, at the office of A. J. Rickoff, Superintendent of Schools.

The Local Committee, at Cincinnati, at the head of which is Mr. Superintendent Rickoff, is doing all that can be done to secure the objects of the meeting. It is expected that a reduction of fare on the principal roads will be made.

By order of the Board,

J. W. BULKLEY, *Secretary*.

BROOKLYN, June, 1858.

FRANKLIN COMMON SCHOOL ASSOCIATION.—The Franklin County Common School Association commenced its session here on Friday, June 4. At 2 o'clock the procession formed at the High School House, S. H. Reed and William Elliot, Marshals, led by the Greenfield Band. All the schools in town, public and private, accompanied by their teachers, and two schools from Deerfield, comprising about 600 pupils, joined in the procession. The children, with their beautiful dresses and smiling faces, waving their banners, made a splendid appearance, and, after passing up through Main, Federal, Church, and Franklin streets, keeping step to the excellent music discoursed by our well-trained band, passed into Washington Hall, completely filling the main body of the hall.

The exercises of the afternoon were opened by a short speech by D. O. Fisk, Esq., of Shelburne, President of the Association; and, after prayer by Rev. A. Chandler, Prof. John Bascom, of Williams College, delivered an unusually fine address, occupying three-quarters of an hour, and especially adapted to the teachers present. At the close of the address, Rev. W. F. Loomis, of Shelburne Falls, was called out to speak to the children, followed by Hon. Joseph White, of Lowell, Rev. P. C. Headley, of Greenfield, and Hon. George S. Boutwell, Secretary of the Board of Education.

These gentlemen were very happy in their remarks, and succeeded in interesting the large assemblage of children, already somewhat wearied by the previous exercises, and frequently elicited their applause.

The exercises of the afternoon were interspersed with singing by the Grammar and High Schools, and several pieces by the Band, adding much to the variety and interest of the occasion. Much credit is due to the efficient and gentlemanly School Committee of the town, and to various prudential committees, and parents of the several districts, for the efforts so successfully made to secure the full attendance of all the pupils in the town. Their presence formed the most charming feature of the day.

At 8 o'clock, Hon. George S. Boutwell, Secretary of the Board of Education, addressed a good audience upon various school-topics, alluding to the responsibility resting upon parents to instruct their children, not leaving the matter wholly to the teachers employed. Parents and teachers should be in cordial sympathy and coöperation. Teachers should be gentleness,—gentle, kind, educated, and refined. Teachers should consult with parents in respect to the progress and discipline of their children.

Saturday, met at 9 o'clock. Prayer by Rev. P. Smith, of Deerfield. Singing by Greenfield High School.

The subject, "*Resolved*, That more attention should be paid by the teachers of our public schools and academies to the manner of teaching the natural sciences," was opened by D. W. Sprague, Principal of the Greenfield High School.

The subject, "*Resolved*, That the frequent change of text-books, in our schools, is prejudicial to their best interests," was discussed by Messrs. Rice, of Shelburne Falls, George D. Wells, of Greenfield, Prof. Crosby, of Hanover, S. W. Sprague, W. T. Davis, T. M. Dewey, D. O. Fisk, W. W. Ames, and V. M. Howard, Principal of Deerfield High School.

In the course of Prof. Crosby's remarks, he said that the old Franklin County Primary, published by Col. H. Phelps, was the book that first awakened in his mind the love of education.

The subject, "*Resolved*, That greater effort should be made to prevent the irregular attendance of scholars in our public schools," was discussed by Messrs. Newton, Elliot, Davis, and Headley.

Resolved, That the thanks of the Association be presented to Messrs. Bascom and Boutwell for their able and instructive addresses. Adjourned.

WORCESTER COUNTY TEACHERS' ASSOCIATION.—The third semi-annual meeting was held in Mendon, the 11th and 12th of June. The association met at 10 o'clock, A. M., and, in the absence of the President, was called to order by one of the Vice Presidents, viz., Mr. Werden Reynolds, of Worcester. Prayer was offered by the Rev.

S. Barber, of Mendon. There was a very liberal delegation of teachers in attendance from Worcester and vicinity. The exercises of Friday consisted (after some preliminary business) of a discussion on the topic assigned for the time, "What are some of the most efficient methods of teaching Geography?"

Mr. Reynolds, of Worcester, presented the matter before the Association, when Mr. Hewett, of Worcester, opened the discussion by giving some practical, and yet quite *natural*, suggestions on the subject, — taking the ground of taking the children into the field, and let them there learn Geography by actual observation. Rev. Mr. Richardson, of Worcester, and Rev. S. Barber, of Mendon, followed, supporting the same theory.

At 2 o'clock, P. M., the Association was favored with a lecture from Rev. Mr. Richardson, of Worcester, upon "The Bearing of Public Education upon the Welfare of States." The lecture was particularly interesting and original, containing many excellent thoughts and practical suggestions, valuable to every community, and instructive to the teacher in showing his position as the educator of society.

After the lecture the discussion on Geography was resumed; Messrs. Reynolds, of Worcester, Cooke, of Oxford, Staples, of Milford, expressed views somewhat in opposition to the remarks of E. C. Hewett and others, made in the morning, — taking the ground that the suggestion was good, but wholly impracticable in a school of a high grade. Mr. Hewett followed, enforcing his former position, but saying the theory was better adapted to Grammar Schools, viz., — the taking scholars out of the school-room into the fields to study Geography; the teacher going with them, and impressing by nature and actual observation Geography on their minds. W. S. Heywood, of Hopedale, supported the same theory. At half-past 7 o'clock, P. M., B. W. Putnam, of Boston, delivered a lecture, which, it is believed, will be remembered, and produce much good by its excellent and timely suggestions.

On Saturday morning, 9 o'clock, the exercises were opened by prayer from the Rev. Mr. Demond, of Mendon. The subject assigned for consideration, at that hour, was, "What will this Association do towards making teaching a regularly organized profession?" An elaborate paper from Professor Russell, of Lancaster, who was unable to be present, was read. The writer advocated action in the matter, and urged the Association to take the initiative in placing teaching upon the same ground of the so-called liberal professions, suggesting a plan to that end. Messrs. Hewett, Barber, Eddy, Reynolds, Greene, Cooke, and others, followed mostly in favor of the theory. The matter was disposed of by referring it to a committee consisting of Messrs. Russell, of Lancaster, Green, of Worcester, and Eddy, of Oxford.

Saturday, 2 o'clock, P. M. An animated discussion on reading was participated in by Messrs. Heywood, Eddy, Barber, and others, after which, for the purpose of awakening the interests of the teachers of the county, it was proposed to present the claims and objects of the Association, in a circular, for their consideration. The subject was referred to a committee consisting of Messrs. Hewett and Sprague, of Worcester, and Heywood, of Hopedale. The committee will report at the December convention. Before the Association adjourned, formal resolutions of thanks to the citizens of Mendon for their cordial and generous hospitality, were adopted, and happily responded to by Mr. Barber, of Mendon. The Association, though not generally attended by teachers from the adjacent towns, was liberally encouraged by the citizens, and a good attendance from Worcester. On the whole, it was the most lively and interesting meeting of the Association.

S. W. COOKE,

Sect'y Worcester Co. Teachers' Association.